DOCUMENT RESUME

ED 475 406 CS 511 340

AUTHOR	State, Chico
TITLE	Creating Comic Strips. ArtsEdge Curricula, Lessons and Activities.
INSTITUTION	John F. Kennedy Center for the Performing Arts, Washington, DC.
SPONS AGENCY	National Endowment for the Arts (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE	2002-00-00
NOTE	12p.
AVAILABLE FROM	For full text: http://artsedge.kennedy-center.org/teaching_materials/curricula/curricula.cfm?subject_id=LNA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Childrens Art; Childrens Writing; *Classroom Techniques; *Comics (Publications); Creative Activities; Grade 4; Intermediate Grades; Lesson Plans; *Literary Devices; Scoring Rubrics; Student Educational Objectives; Teacher Developed Materials
IDENTIFIERS	Artistic Evaluation; Communication Context; National Arts Education Standards

ABSTRACT

In society, information/ideas are communicated through various media (words, symbols, illustrations, etc.). When analyzing comic strips, it is noticeable that each has a different style, point of view, setting, plot, and summary, communicated not only through words, but through illustrations and style--creating comic strips can summarize various ideas through illustrations that otherwise could not be expressed through words alone. This lesson (lasting 3-4 class periods) intends for students to first evaluate various comic strips and then to create their own comic strips. The lesson offers an overview; suggests length and grade level; lists subjects and subtopics; cites dimensions of learning and intelligences being addressed; notes equipment and materials needed; lists teacher resources; and addresses National Standards for Arts Education. It identifies instructional objectives and strategies; provides a detailed, step-by-step instructional plan; presents a scoring rubric; and suggests an extension activity. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 406

The Kennedy Center ARTSEDGE WORLDCOM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Curricula, Lessons and Activities

Creating Comic Strips

Resource Type: lesson

Length: 3 to 4 class periods

Grade: 4

Subjects: Language Arts, Visual Arts

Subtopics: Drawing, English, Journalism, Literature

Intelligences Being Addressed:

- Interpersonal Intelligence
- Intrapersonal Intelligence
- Logical/Mathematical Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:

- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: In society, we communicate information/ideas through various mediums (words, symbols, illustrations, etc). When analyzing comic

BEST COPY AVAILABLE

CS 511 340

strips, it is noticeable that each has a different style, point of view, setting, plot, and summary, communicated not only through words, but through illustrations and its style. Creating comic strips can summarize various ideas through illustrations that otherwise could not be expressed through words alone.

Equipment:

- Computer: Mac or PC with Internet access
- Projector Overhead Projector

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- White drawing paper
- Colored drawing paper
- Transparent overhead paper
- Sample comic strips from various eras and countries (see handout in "Other Materials" section below)
- Red, blue, yellow, black, and white crayons
- Red, blue, yellow, black, and white colored pencils
- Red, blue, yellow, black, and white colored pens
- Lined paper
- Scratch paper
- Pencils

Other Materials: Handouts

Related Textbooks: None

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Chronology of Comic Strips and Comic Books in America**

http://www.psu.edu/dept/inart10_110/inart10/cmbk1main.html

This site provides resources about the history and development of comic books in America from the late 1900's to today.

- **Color Matters**
  http://www.colormatters.com/

  This site is incredibly informative! It provides some starting points for an exploration of color through a variety of disciplines: physiology, psychology, philosophy, and art.

- **National Cartoonists Society (NSP)**
  http://www.reuben.org/syndicate.asp

  The NCS, founded in 1946, includes information on over 600 of the world's major cartoonists, including comic strips, editorial cartoons, animation, greeting cards, and book illustrations.

- **The Official Peanuts Website**
  http://www.snoopy.com/

  The official site for the Peanuts comic strip includes a biography on Charles Schultz, a history of the comic, Peanuts products, and related links.

General Internet Resources:

- **International Museum of Cartoon Art**
  http://www.cartoonart.org/index.html

  This site includes a gallery of original drawings, animation, comic books, comic strips, gag cartoons, illustration, editorial cartoons, and more.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 4 : Understanding the visual arts in relation to history and cultures

- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

Source of Standards:

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

Students will accomplish the following:

- use art materials and tools in a safe and responsible manner.
- compare and contrast different backgrounds, shapes, colors, expressions, and literary elements.
- describe how different expressive features of illustrations and organizational principles of comic strip frames cause different responses.
- critique comic strips using selected literary elements, illustrations, and ideas to communicate meaning (refer to #6 a–j of "Part II: Creating Comic Strips").
- compare and contrast comic strips from several eras and from various authors from different geographical locations.
- discuss different responses to each comic strip.
- identify connections between using comic strips in lieu of book reports to summarize a story/idea.

Strategies:

- Guided discovery
- Inquiry
- Small group work
- Group oral presentations

BEST COPY AVAILABLE

- Whole class and independent work

Instructional Plan:

Introduction: (10 minutes)

Teacher will ask students the following questions:

- "Who can tell me what a setting is in a story?"
- "Who can tell me what the point of view is in a story?"
- "Tell me the summary of a story or its literary style."

Guide student responses as necessary. In "Three Little Pigs," for example, the setting is the pigs' houses in the woods on a nice warm day; the point of view is in 3rd person, omniscient; the summary is that a hungry wolf chases three pigs who hide in a straw, wood, and brick house to evade the wolf's hungry clenches; and the literary style includes personification, imagery, metaphors, symbols, mood, humor, rhyme, rhythm, repetition, alliteration, onomatopoeia.

Procedures:

Part I: Evaluating Comic Strips (1 class period)

1. Create and display an overhead of various comic strips and query students to discuss as a whole group the literary elements of the various comic strips (setting, point of view, summary, and literary style). Include strips from various eras (1950's to the present) and from various countries. (Refer to the "Other Materials" section for examples of comic strips and for a vocabulary list of literary elements.)
2. Query students to discuss the illustrations of each comic strip as a whole group. Focus on character expressions, backgrounds, use of shapes (notice how figures look square, rectangular, circular, oval, triangular), color (notice the use of primary colors, tertiary colors, shading, and how color can create figures), the proportions of figures, and the borders of the strips' frames. Compare and contrast the illustrations and the words used to communicate meaning.
3. Query students to compare and contrast various comic strips from different eras and compare those written by authors from various geographical locations.
4. Reorganize the frames of a comic strip. Query students to discuss as a whole class: "Is the meaning the same? Is

sequential order important?"

Part II: Creating Comic Strips (2-3 class periods)

1. Students obtain white paper and pencils for practice. Using the overhead projector, draw basic shapes (square, rectangle, circle, oval, and triangle) and create simple figures using these basic shapes (use a square to create a house; use a rectangle to create a truck; use a circle for a teddy bear; an oval for a pig; a triangle for trees). Students practice the same or similar ideas on their paper.
2. Draw basic lines on the overhead projector (thick, thin, straight, curved, and jagged) and create simple figures using these basic lines (as borders for each frame, a mountainside image, or a skyline image). Students practice the same or similar ideas on their paper.
3. Demonstrate the use of colored pencils, markers, and crayons to create figures utilizing only the primary colors and black and white for shading purposes.
4. Students are instructed they will create their own 6-8 frame comic strip in response to one of the following:
    a. Pretend you are an ant. Describe and draw what you would see.
    b. Draw a scene describing the happiest day of your life.
    c. Draw a scene describing the silliest thing you'll never forget.
    d. Draw a scene of your life at age 30.
    e. Draw a scene from your favorite daydream.
5. Students write down on a piece of paper the response to the following: "What scene will you choose for your comic strip? What medium will use choose to color your comic strip? What paper color will you choose as the background for your comic strip?" Teacher prepares appropriate supplies as requested by the students.
6. Display an overhead for students that explains the comic strip requirements, as follows:
    a. Name and date on the back.
    b. Choose and use one point of view.
    c. Choose and use at least 5 literary styles.
    d. Frames must be sequential and summarize an idea or scene.
    e. Four different types of shapes per comic strip frame.
    f. Two different types of lines per comic strip frame.
    g. Complete sentence or thought per comic strip frame.
    h. Connections between frame meanings, words, and illustrations.

i. Use of only the primary colors and black and white for shading.
j. Backgrounds must be completely colored in (no paper color showing within each frame).

7. Demonstrate for students how to fold paper into 6 or 8 frames. Words and illustrations should be completed prior to coloring the frames.
8. Students create their own comic strip based upon the previous requirements.

Closure: (25 minutes)

1. In groups of 4-5, students will share and critique each other's comic strip (what are the settings, summaries, points of view, literary styles, character expressions, backgrounds, use of colors, shapes, etc.) Students also respond to what they like or dislike about each comic strip. Students choose a recorder to take notes from the group discussion. Students choose a speaker to talk in front of the class about each comic strip. Each group displays their comic strips and speaks about their evaluations of their peers' work.
2. Teacher inquires as a whole-class discussion: "Could you create a comic strip instead of a written book report to tell me about a story you have read? When would using a comic strip be better than writing a book report to summarize a story?" Listen to students' responses.

Clean-up:

1. Students wearing blue top/dress: pick up and organize colored pens on shelves.
2. Students wearing red top/dress: pick up and organize colored pencils on shelves.
3. Students wearing yellow top/dress: pick up and organize crayons on shelves.
4. Students wearing black top/dress: pick up extra papers.
5. Students wearing white top/dress: pick up comic strips.
6. Students wearing other colors top/dress: pick up other utensils used for comic strips.

Assessment: See the Handouts Index listed in the "Other Materials" section for an assessment rubric.

Teachers can also do the following:

1. Observe students using art materials and tools in a safe and responsible manner.
2. Listen to students' different responses as they compare and contrast different backgrounds, shapes, colors, expressions, and literary elements.
3. Listen to students describe how different expressive features of illustrations and organizational principles of comic strip frames cause different responses.
4. Critique students' comic strips in its selected use of literary elements, illustrations, and ideas to communicate meaning (refer to #6 a–j of "Part II: Creating Comic Strips").
5. Listen to students compare and contrast comic strips from various eras and from authors origination from various geographical locations.
6. Listen to students discuss and appreciate different responses to each comic strip.
7. Listen to students identify connections between using comic strips in lieu of book reports to summarize a story/idea.

Extensions: Students create comic strips instead of a book report to summarize the style, setting, characters, theme, plot, and point of view of a book the students read.

Teacher References:

1. National Standards for Arts Education
2. Cornett, Claudia; *The Arts as Meaning Makers: Integrating Literature and the Arts Throughout the Curriculum*; Prentice Hall; 1999.

Author : Chico State
CSU Chico
Chico CA

Review Date:

ARTSEDGENotes:

Handouts

The following resources are needed for teaching the "Creating Comic Strips" lesson and are viewable and printable from your Internet browser. Each link will open a new window so you can print the page; when you are finished printing each resource, close the window to return to this Index page.

Teacher Resources

Vocabulary (HTML)

Assessment Rubric (PDF, requires Acrobat Reader)

The following are links to examples of comic strips from around the world. Many more are available on the Internet.

Comic Strip Links

Primary, Secondary, and Tertiary Colors
http://www.track0.com/canteach/elementary/visart6.html

Comic Strips from India
http://members.tripod.com/cartoon_station/index.htm

Connections to Hundreds of Comic Strips
http://www.comiczone.com/explorer/

Nancy and Sluggo 1950's Comic Strips
http://www.gilchriststudios.com/history/main3.asp

http://artsedge.kennedy-center.org/teaching_materials/curricula/curric/270_comic/vocab.html

1. Alliteration - repetition of the same sound in a series of words.
2. Frames - small area containing an illustration and words conveying a meaning; comic strips have frames; each frame conveys its own idea; each frame sequentially tells a story/idea.
3. Humor - sense and nonsense used to produce surprising results.
4. Imagery - appeals to senses of smell, taste, feel or texture, vision, and hearing.
5. Literary style - creative use of words for artistic effect of a story.
6. Medium - chosen tools for illustrating (crayons, markers, and pencils).
7. Metaphors - a comparison of different ideas that create mental images.
8. Mood - feeling created by the words or illustrations of the story.
9. Onomatopoeia - words that sound like their meanings, such as "whack" or "clap".
10. Personification - giving human traits, such as feeling, actions, and the ability to speak, to animals or objects.
11. Point of view - the vantage point from which a story is written.
12. Primary colors - red, blue, and yellow.
13. Proportional - equivalent to the appropriate amount or size.
14. Repetition - repeated use of sounds, words, or pattern of words.
15. Rhyme - repetition of phonograms.
16. Rhythm - pattern of sounds.
17. Setting - the time and place in which a story is set.
18. Summary - main idea of a story.
19. Symbols - objects or ideas that stand for or represent something or someone else.
20. Tertiary colors - green, violet, and orange.

BEST COPY AVAILABLE

SCORE	CONTENT AND DEVELOPMENT	ORGANIZATION	VOICE	CONVENTI(
OUTSTANDING (3)	Presents a clear central ideal on the topic. Fully develops the central ideas with insightful and relevant details. Sustains focus on central ideas throughout the writing. 1 Point of View 5 Literary Styles	A clear organizational strategy is present, there is evidence of a plan for presenting information. There is a logical progression of ideas. There is a clear introduction, body, and conclusion. 6 - 8 frames	Uses precise or vivid vocabulary appropriate for the topic. Phrasing is effective, not predictable or obvious. Varies sentence structures to promote rhythmic reading. Strongly aware of audience; tone is consistent and appropriate.	Rules of standarc English usage are applied consister there may be mi errors in standar written English. Sentences are constructed corr the ability to for sophisticated structures is disp There are few er capitalization, punctuation, and spelling. Errors, when pre do not detract fr writer's meaning
SATISFACTORY (2)	Central idea may be unclear. Details may be sparse; more information is needed to clarify the central idea. Focus may shift or be lost causing confusion for the reader. More than 1 point of view 3 - 4 literary styles	There is some evidence of an organizational strategy. The progression of ideas may be simplistic, repetitious, or somewhat random. Attempts an introduction, body, and conclusion. 4 - 5 frames	Uses both general and precise vocabulary. Phrasing may not be effective, and may be predictable or obvious. Some sentence variety that results in reading that is sometimes rhythmic; may be mechanical	Rules of standarc English are appli inconsistently; th a pattern of erro standard written English. Sentences may b limited to simple constructions or incorrect. There are many in capitalization, punctuation, and spelling.
NEEDS WORK (1)	There is no clear central idea. Details are absent or confusing.	No plan for presenting information is evident. Information is presented in random	Uses simple vocabulary. Phrasing may be repetitive or confusing.	Rules of standarc English are not applied; there ar frequent and ser

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").